Instructors:
Colleen Head, M.S.
Phone: 719-649-4456 (cell); Fax: 719-785-3769
Office hours:
- by appointment
Email: colleen.head@unco.edu and chead@tre.org

A. Course Description
The course promotes in-depth reflection on collaboration with families of young children using a case method of instruction. Family systems perspectives and family centered approaches are emphasized.

B. Pre-requisites: None

C. Relationship of this Course to the Program Knowledge Base [See Appendix A for details]
The faculty of the School of Special Education shall facilitate the development of educators who are able to implement professional standards, advocate for children and youth with exceptionalities and their families, and adhere to the following beliefs and values:
- Children and youth with exceptionalities are part of a larger community of diverse learners;
- Children and youth with exceptionalities can learn when provided with effective and/or differentiated instruction, the adaptation of the learning environment, and culturally responsive pedagogy and curriculum;
- Children and youth with exceptionalities excel when they are held to high standards and expectations;
- The larger mission of education is best served when special educators collaborate with families, general educators, and related services professionals.
- Children and youth with exceptionalities develop lifelong attitudes and behaviors when responsibility, self-determination, and ownership of their education are expected.

D. Professional Standards Met [see Appendix A for details]
The knowledge base for the master’s level special education generalist endorsement in Early Childhood/Early Childhood Special Education at the University of Northern Colorado relates to the following program standards:
- Colorado Department of Education (CDE), Section 9.08 (Early Childhood Special Education Generalist)
• Colorado Department of Education (CDE), Section 9.04 (Early Childhood Special Education Specialist)
• Colorado Department of Education, Section 8.01 (Early Childhood Education)
• Colorado Department of Education, Colorado Reading Directorate (CRD)
• Council for Exceptional Children (CEC), Common Core Curriculum
• Council for Exceptional Children, Early Childhood
• National Association for the Education of Young Children (NAEYC), Advanced Standards

E. Course Goals and Objectives
1. Acquire knowledge of issues in family and community relationships.
   • Demonstrate knowledge of historical trends, philosophical foundations, legal rights, and recommended practices with respect to families who receive ECSE services.
   • Demonstrate knowledge of family systems theory as it relates to societal, socioeconomic, cultural influences, and effects of members with disabilities on family systems.
   • Understand components of effective communication and collaboration.
   • Understand common concerns expressed by families of young children with disabilities.
   • Demonstrate knowledge of available supports to address family needs.
   • Demonstrate knowledge of recommended practices to assure smooth transitions within service systems.
   
   CDE: 9.08 (3)(b-d); (7)(a); CDE: 8:01 (2)(f); CEC: 1K(1-3, 5); 10S(1); NAEYC: 2, 5

2. Engage in skillful practice to promote collaborative relationships with families and among community partners.
   • Create effective partnerships with families who have diverse experiences.
   • Establish collaborative, sensitive, and respectful relationships with families in all aspects of practice and as reflected in professional communication with others.
   • Facilitate families’ identification of their concerns, resources, and priorities and honor families’ choices.
   • Identify available resources to address needs of families with diverse resources and priorities.
   • Engage in collaborative planning with families through a cross-disciplinary approach, building services around parent-voiced resources, priorities, and competencies with minimal disruption to the family system.
   • Identify practices and resources that can support families’ need for advocacy services.
   • Engage in reflective practice, applying and testing theory in field-based practice.
   • Support the parent-child relationship as the primary context for learning.
   
   CDE: 9.08 (3)(a, c- e); (6)(a); (7)(a-d); CDE: 8.01 (2)(f); (4)(c); CEC: 9K(1-3); 2K(5); 3S(1), 4S(1); 6S(1); 8S(4-6); 9S(2-3); 10S(1-2, 5); NAEYC: 2, 3, 4, 5

F. Content of the Course
1. Family systems theory
2. Rights and recommended practices related to families
3. Engaging with families as full partners
4. Collaborative transdisciplinary practices
5. Identifying family resources and priorities
6. Advocacy resources and practices  
7. Cultural considerations in ECSE

G. Course Requirements *(more guidelines are provided for each of these assignments under Assignments tab in Blackboard; [www.blackboard.unco.edu](http://www.blackboard.unco.edu)).*

You can choose to work with another classmate [in pairs] for any of the following assignments [except the Participation assignments]. You need permission from the instructor at least one week prior to the assignment due date.

Refer to due dates in the schedule

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Points</th>
</tr>
</thead>
</table>
| **Assigned readings and Participation.** Extend understanding of readings to their applicability in ECSE intervention settings through in-class participation & Case Story responses.  
  1. Classroom Participation: 4 X 15  
  2. Case Story: 4 X 10  
  *(See detailed description under Assignments in Blackboard)* | 100    |
| **Self Critique:** Critically review your conversation with families on the basis of guidelines provided in the readings. | 30     |
| **Sibling Interview:** Identify a sibling (at least five years of age) of a young child (birth-8 years) with a disability. Conduct an interview with the sibling that explores his or her perspectives and experiences that relate to course topics. Write a two to three page (double spaced) paper summarizing and reflecting on findings, integrating course readings. | 50     |
| **Parent Education Plan:** Create a plan to educate parents on research-based interventions for their young children in a center-based or a home-based environment. Choose one of the two options:  
  1. Write a three to five page (double spaced) paper summarizing your plan. Include a training plan, handouts and/or PowerPoint slides.  
  2. Present your audio-visual plan to the class in a 15 minute presentation | 60     |
| **Parent Interview:** Identify a parent of a young child with a disability. Conduct an interview with the parent that explores his or her perspectives and experiences that relate to course topics. Write a three to five page (double spaced) paper summarizing and reflecting on findings, integrating course readings. *(iWebfolio artifact)* | 60     |
| **Assessment, Intervention, & Transition plan:** Working within team roles, develop an intervention plan in response to an in-depth case description. *(Group Assignment)* | 100    |
| **Book Review:** Complete a review and analysis of a book-length case story, applying your knowledge of service delivery standards, family-centered intervention, and cultural diversity. 3-5 pages double spaced. *(Portfolio artifact)* Refer to Assessment rubric in Blackboard. Though not required, it is recommended that you submit a draft for review to the instructor at least a week prior to the due date. | 100    |

**TOTAL Points** 500
H. Grading Criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>475 or more</td>
<td>95-100</td>
</tr>
<tr>
<td>A-</td>
<td>465-474</td>
<td>93-94</td>
</tr>
<tr>
<td>B+</td>
<td>455-464</td>
<td>91-92</td>
</tr>
<tr>
<td>B</td>
<td>440-454</td>
<td>88-90</td>
</tr>
<tr>
<td>B-</td>
<td>430-439</td>
<td>86-87</td>
</tr>
<tr>
<td>C+</td>
<td>420-429</td>
<td>84-85</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>C</td>
<td>400-419</td>
<td>80-83</td>
</tr>
<tr>
<td>C-</td>
<td>390-399</td>
<td>78-79</td>
</tr>
<tr>
<td>D+</td>
<td>380-389</td>
<td>76-77</td>
</tr>
<tr>
<td>D</td>
<td>360-379</td>
<td>72-75</td>
</tr>
<tr>
<td>D-</td>
<td>350-359</td>
<td>70-71</td>
</tr>
<tr>
<td>F</td>
<td>349 or less</td>
<td>Less than 70</td>
</tr>
</tbody>
</table>

I. Required Readings

3. Assigned case stories from the McWilliam/Snyder team simulations and role plays for application of learning (*websites provided in Schedule of Assignments & in weekly sessions*).
5. Electronic portfolio subscription ($35.00 per year) is also required for students who are enrolled in the ECSE program in Spring, 2007 or later. Earlier program enrollees are exempt. Information on how to subscribe to iWebfolio is available in Blackboard.

Additional Required Reading Available within Bb (or you can search them in UNC libraries)


J. **Suggested Additional Readings [See Appendix B]**

K. **Disability Access**

Any student requesting disability accommodation for this class must inform the instructor giving appropriate notice. Students are encouraged to contact Disability Support Services at (970) 351-2289 to certify documentation of disability and to ensure appropriate accommodations are implemented in a timely manner.

L. **Academic Honesty**

Students are required to follow guidelines related to academic honesty as outlined in the student handbook, available at [http://www.unco.edu/dos/docs/StudentHandbook.pdf](http://www.unco.edu/dos/docs/StudentHandbook.pdf). Also see guidance related to plagiarism at [http://www.unco.edu/dos/student_plagiarism.html](http://www.unco.edu/dos/student_plagiarism.html). *Papers may go through online plagiarism detection tool.*

M. **CEBS Diversity Statement**

The College of Education and Behavioral Sciences (CEBS) supports an inclusive learning environment where diversity and individual differences are understood, respected, appreciated and recognized as a source of strength. We expect that students, faculty and staff within CEBS will be accepting of differences and demonstrate diligence in understanding
how other peoples’ perspectives, behaviors, and world views may be different from their own. Furthermore, as stated by UNC, “The University will not engage in unlawful discrimination in…educational services against any person because of race, religion, gender, age, national origin, disability, or veteran status. It is the University’s policy to prohibit discrimination in…educational services on the basis of sexual orientation or political affiliation.” (See http://www.unco.edu/hr/AAEO_TitleIX.htm).
Appendix A

Professional Standards Met in this course

Colorado Department of Education, Early Childhood Special Education Generalist
Standards Section 9.08.

(3) The early childhood special education (ECSE) teacher is knowledgeable about family and community relationships, and is able to:
   (a) communicate effectively and create partnerships with families; demonstrate respect for diversity within and among families; and build on family priorities, resources, strengths, values, and circumstances.
   (b) effectively articulate the roles, rights, and responsibilities of family members, professionals, agencies, and community resources.
   (c) incorporate proven family systems theories, including those related to supportive roles and relationships within families; structure of families; the effects of societal influences on families and on the young children within those families; and the effects of stress on families and on all children, including those with special needs.
   (d) provide information about and access to resources and programs available to the families of young children, including those with special needs, who are encountering change, and the transitions within and among various programs and systems.
   (e) establish collaborative relationships between/among educators, families, communities, agencies, and other professionals, to meet the needs of all children, including those with special needs.

(6) The early childhood educator is knowledgeable about child development and learning and curriculum development and implementation able to:
   (a) use a multidisciplinary team approach which includes involving families as active participants and which guides service delivery and plan implementation.

(7) The early childhood educator is knowledgeable about family and community relationships, and is able to:
   (a) communicate effectively and develop partnerships with families to gain support for decisions related to child development and learning.
   (b) actively collaborate with family members, other professionals, agencies and community resources to support the education, development, and well-being of all children, including those with special needs.
   (c) demonstrate respect for individual family structure(s), social and cultural backgrounds, and linguistic differences, and address in planning for children’s development and learning.
   (d) provide support to families of young children, including those with special needs, as they encounter change(s) and transition(s) within and among various programs and systems.

Colorado Department of Education Early Childhood Special Education Specialist Standard Section 9.04:
(6) The early childhood special education specialist is knowledgeable about communication, consultation, and collaborative partnerships, and is able to:
   (a) employ effective communication skills to establish and maintain positive, collaborative relationships with families.
   (b) apply, in planning, family systems theory and knowledge of the dynamics, roles, and relationships within families and communities.
   (c) demonstrate sensitivity to and respect for differences in family structures and social and cultural backgrounds.
   (d) assist families in identifying resources, priorities, and concerns, as related to their child's development.
   (e) respect family choices and goals for their child, and communicate effectively with families about curriculum and their child's progress.
   (f) involve families in assessing and planning for their child's needs.
   (g) coordinate with other agencies and resources to provide and evaluate a range of family-responsive services.
   (h) implement family services consistent with family rights and due process safeguards.

Colorado Department of Education, Early Childhood Education, Section 8.01

(2) The early childhood educator is knowledgeable about and is able to:
   (f) establish and maintain positive relations with students’ families and community. The early childhood educator is able to:
      (i) effectively articulate the importance of education for the student, and to identify ways in which the family can support the student’s education and well-being, within the home.
      (ii) establish a respectful partnership between school and home, which recognizes and minimizes obstacles to student learning, by building on family strengths, as related to defined roles, rights and responsibilities.
      (iii) develop collaborative relationships, between families of students and community agencies, relevant professionals, including support services, and other education personnel, and encourage the use of such resources, when necessary, to help meet the identified needs of students and/or their families, which, if not adequately and appropriately addressed, can negatively affect the learning of the student.

(4) The early childhood educator is knowledgeable about the assessment of student learning, and:
   (c) can involve families, as active participants in the assessment process, if and as necessary, for the advancement of student learning.

Council for Exceptional Children, Knowledge (K) and Skills (S). EC:

1K (1) Historical and philosophical foundations of services for young children both with and without exceptional learning needs
1K (2) Law and policies that affect young children, families, and programs for young children
1K (3) Law and policies that affect young children, families, and programs for young children
2K (5) Impact of medical conditions on family concerns, resources, and priorities
3S (1) *Individual Learning Differences.* Use intervention strategies with young children and their families that affirm and respect family, cultural, and linguistic diversity
4S (1) Use instructional practices based on knowledge of the child, family, community, and the curriculum
6S (1) Support and facilitate family and child interactions as primary contexts for learning and development
8S (4) Assist families in identifying their concerns, resources, and priorities
8S (5) Participate and collaborate as a team member with other professionals in conducting family-centered assessments
8S (6) Evaluate services with families
9S (2) Use family theories and principles to guide professional practice.
9S (3) Respect family choices and goals.
10S (1) Assist the family in planning for transitions.
10S (2) Communicate effectively with families about curriculum and their child’s progress.
10S (5) Establish and maintain positive collaborative relationships with families.

National Association for the Education of Young Children, Core Standards
(2) Building Family and Community Relationships
   - 2a: Knowing about and understanding family and community characteristics
   - 2b: Supporting and empowering families and communities through respectful, reciprocal relationships
   - 2c: Involving families and communities in their children’s development and learning
(3) Observing, Documenting, and Assessing to Support Young Children and Families
   - 3d: Knowing about assessment partnerships with families and other professionals
(4) Teaching and Learning
   - 4a. Connecting with Children and Families
(5) Becoming a Professional
   - 5b: Knowing about and upholding ethical standards and other professional guidelines
   - 5c: Engaging in continuous, collaborative learning to inform practice
   - 5d: Integrating knowledgeable, reflective, and critical perspectives on early education
Appendix B

Suggested Additional Readings


